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ABSTRACT

Noting that using correct verb forms is a problem for many elementary school students, and especially for those who are speakers of nonstandard English, this paper presents an instructional program for teaching past and past participle verb forms in writing to students in grade 3 through 6. The paper outlines the content of the instructional program and suggests materials for use within it. The bulk of the paper consists of appendixes that contain (1) a list of regular verbs appropriate for use with elementary school students, (2) a similar list of irregular verbs, (3) a chart classifying the irregular verbs according to the structure of their past and past participle forms, (4) a scope and sequence chart for verb instruction, and (5) sample workbook lessons. (FL)

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INSTRUCTIONAL ARCHITECTURE FOR TEACHING PAST AND PAST PARTICIPLE VERB FORMS

Bruce Cronnell

ABSTRACT

An instructional architecture is presented for teaching past and past participle verb forms in writing at the elementary school level. Appendices include a grade-level list of regular verbs, a list of irregular verbs, a classification of irregular verbs, a scope and sequence chart for instruction in grades 3-6, a set of sample exercise types, and several sample student workbook lessons.

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INSTRUCTIONAL ARCHITECTURE FOR TEACHING PAST AND PAST PARTICIPLE VERB FORMS

Bruce Cronnell

The use of correct verb forms in writing is a problem for many elementary school students. Test results (e.g., Lawlor, Cronnell, Gentry, & Humes, 1981) indicate that the appropriate use of past and past participle verb forms is a particular problem.

In addition, correct past and past participle use seems to be especially difficult for students who do not speak standard English. This problem has been noted for speakers of Black English (Cronnell, 1982a) and for Mexican-Americans (Cronnell, 1982b). Many researchers (e.g., Kligman & Cronnell, 1974) have found that spelling the -ed suffix is difficult for Black English speakers. Researchers (e.g., Whiteman, 1981) have also noted that the spelling/use of past forms seems difficult for all students, no matter what their dialect, but more difficult for students whose dialect may not use -ed forms.

All the research noted above--and additional research as well--suggests that past and past participle use is difficult, especially for speakers of non-standard English dialects. The nature of the problem depends on the nature of the verbs--regular or irregular:

1. In many dialects, the -ed suffix for regular verbs may be absent in speech. This lack of a suffix in speech can be reflected in writing, where the absence is much more noticeable. Even speakers who normally (or always) use this suffix in speech may sometimes forget to use this suffix in writing (a kind of "slip of the pen").

2. Even in dialects that do not use regular -ed forms, irregular forms are generally used. However, irregular forms may be inappropriately used--the past form for the past participle, and vice versa; e.g., I seen it, I have saw it. Such switching of past and past participle forms is common in all non-standard English dialects, and switching of some verbs is found even among students who otherwise generally use standard English.

Moreover, some students may regularize irregular forms; e.g., hitted, catched. Such regularization is common among young children speaking any dialect. Some regularization is common among speakers of many non-standard dialects. And regularization is often found among students who are learning English as a second language.

Consequently, speakers of non-standard English (and even some speakers of standard English) need instruction in appropriate use of past and past participle forms of verbs.* This paper outlines an architecture for teaching past and past participle forms to students in grades 3-6. (Formal instruction is not proposed for students in grades 1-2 because they are probably too young to benefit from such instruction. Students beyond grade 6 might benefit from the kind of instruction described here, although some changes would probably be needed to reflect students' greater maturity.)

*The proposed instruction is for writing only. Whether students should learn to use standard verb forms in speech is an issue not addressed here.

Verbs for Instruction

Appendix A contains a list of regular verbs appropriate for use in grades 3-6. These verbs are derived from the vocabulary lists of Harris and Jacobson (1982); verbs in Appendix A are listed a grade level higher than the grade level at which they are generally taught in reading instruction.

Appendix B contains a list of irregular verbs appropriate for use in grades 3-6. These irregular verbs are ones that elementary school students frequently write and/or read (see Rhode & Cronnell, 1977). They comprise the vast majority of irregular verbs commonly used in current English. These verbs are classified in Appendix C according to the structure of their past and past participle forms.

Instructional Content

The proposed instructional program for each of grades 3-6 consists of five Units of instruction. Each Unit consists of 9-12 Lessons, with the last Lesson in each Unit being a review. Each Lesson is brief, requiring 10-15 minutes of student time.

Appendix D contains the Scope and Sequence Chart for verb instruction. Unit 1 at each grade level covers the use of regular verbs, with particular emphasis on correct spelling through the use of suffixation rules: dropping final e, consonant doubling (including non-doubling in two-syllable words, covered in grade 6), y changing to i (beginning in grade 4). The primary use of -ed forms--the past tense--is covered at all grade levels. Other (past participle) uses are introduced grade by grade: 3, present perfect; 4, past perfect; 5, passive; 6, adjective.*

*Adjective forms that are different from the verbal forms (e.g., shrunken instead of shrunk) are not taught.

Units 2-5 introduce irregular verbs in the following order: those that have the same form for all three principle parts; those that have the same form for the past and the past participle; those that have different forms for the past and the past participle. Within these categories, irregular verbs are grouped according to the phonological/orthographic shape of their past and past participle forms.*

The grade-level assignment of irregular verbs is based primarily on the grade-level and frequency data from Rhode and Cronnell (1977). However, other considerations also influence grade-level arrangements (e.g., useful word groupings, balanced distribution). After an irregular verb is taught at a grade level, it is reviewed at all following grade levels.

Suggested Materials

Suggested materials for verb instruction consist, at each grade level, of a Teacher's Manual (non-consumable) and a Student Workbook (consumable). The Teacher's Manual contains (1) teaching suggestions, (2) answer keys for the Student Workbook, and (3) tests. Tests include a placement aid and individual Unit tests. Students may be assigned to study a whole grade level, specific Units, or even specific Lessons--depending on their needs.

*Linguistic analyses for English irregular verbs include Bloch (1947), Hoard and Sloat (1973), and Jespersen (1961). Psycholinguistic studies of English irregular-verb use include Bybee and Slobin (1982) and MacKay (1976).

The Student Workbook (approximately 125 pages at each grade level) contains the Lessons outlined in Appendix D. Each Lesson consists of 2-3 pages of instruction and practice, with 30-40 written responses per Lesson. Exercise types to be used in these lessons are shown in Appendix E. Sample workbook lessons for grade 3 are sketched in Appendix F. (These sample lessons illustrate exercises with only a few items; complete lessons would contain additional items.)*

*These sample lessons could easily be specified for use with microcomputers. Such computer-based instruction and practice would have the advantages of (1) being more individualized, (2) providing more diagnostic information, (3) giving immediate feedback, (4) requiring less teacher time, and (5) being more interesting to students.

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APPENDIX A

REGULAR VERBS*

GRADE 3

act	dress	kiss	pick
add	drop	knock	pile
agree	dust	knot	pin
answer	end	last	place
ask	enter	laugh	plan
bake	exchange	lean	plant
bark	exercise	leap	play
belong	explain	learn	point
block	explore	lift	pop
bloom	fear	like	pour
boss	fill	listen	practise
brush	finish	live	press
bump	fix	lock	pretend
burn	flash	look	print
call	flip	love	promise
care	float	mail	prove
change	fold	march	pull
charge	follow	mark	purr
chase	fool	measure	push
cheer	frighten	melt	race
chirp	gather	miss	rain
clap	grab	mix	raise
clean	growl	moan	reach
climb	guess	move	remember
close	happen	nail	repair
collect	hate	name	rest
color	help	nap	return
cook	hiss	need	roar
cool	hop	nod	rock
count	hope	note	roll
cover	howl	notice	row
crack	hug	open	rub
crash	hum	order	rush
crawl	hunt	own	rustle
cross	invite	pack	sail
curl	join	paint	save
dance	joke	pass	scare
decide	jump	pat	scold
die	kick	peek	scream
dine	kill	phone	seem

*Source: Harris, A. J., & Jacobson, M. D. Basic reading vocabularies. New York: Macmillan, 1982.

GRADE 3 (continued)

share
shop
shout
sight
skate
slip
smell
smile
snap
sniff
snow
spell
spill
splash
stare
start
stay
step
stop
stretch
stuff
surprise
switch
tag
talk
tap
taste
test
thank
tickle
tie
toss
touch
train
trap
travel
trip
trot
tug
turn
until
use
visit
wag
wait
walk
wander
want
wash
watch
wave
weed
whisper
whistle
wink
wish
wonder
work
yell

GRADE 4

accept
ache
admire
aid
aim
allow
amaze
announce
appear
approach
arrive
attach
attack
attend
balance
bathe
battle
beg
behave
blame
blink
boast
boil
bore
borrow
bother
bounce
braid
breathe
burrow
buzz
capture
carry
carve
cause
celebrate
charm
chatter
check
choke
chop
chuckle
comb
comfort
command
complain
complete
confess
consider
continue
control
copy
correct
creak
crowd
cry
cure
dare
declare
decorate
deliver
demand
depend
describe
desert
design
determine
develop
dial
dip
direct
disappear
disappoint
discourage
discover
discuss
disturb
drag
drain
drift
drip
droop
drown
dry
dump
earn
embarrass
empty
encourage
enjoy
escape
examine
exclaim
expect
fail
faint
fasten
fetch
figure
flop
flow
flutter
force
frown
fry
gasp
gaze
giggle
glance
glare
glide
glitter
glow
greet
grin
grip
groan
grumble
guard
guide
gurgle
halt
handle
harden
harm
hike
hint
hire
honk
hook
hoot
imagine
improve
include
insist
interrupt
introduce
invent
judge
limp
list
load
manage
marry
match
mend
mess
mop
mount
mumble
munch
nibble
obey
occur
offer
owe
pause
peak
peck
peel
peep
peer
perch
perform
pierce
pinch
pitch
pity
plow
poke
polish
prepare
prevent
pronounce
protect
punch

GRADE 4 (continued)

punish
rattle
realize
receive
recognize
refuse
relax
remain
remind
remove
rent
repeat
reply
report
rescue
reward
rip
roam
rob
rust
scatter
score
scramble
scratch
scrub
search
separate
serve
settle
sew
shiver
shrug
skip
slam
slap
slice
smash
snatch
sneak
sneeze
snip
snort
soak
sob
solve
sort
spoil
spray
sprinkle
squeak
squeeze
squint
stall
startle
starve
steer
stir
straighten
strain
strip
stroke
struggle
study
stumble
suggest
supply
surround
suspect
swallow
sway
sweat
tame
tease
tend
thread
trace
trade
treat
tremble
trickle
trim
trust
try
tuck
tumble
twinkle
twist
type
unload
vanish
volt
wade
warn
waste
weigh
whine
whip
wiggle
wipe
worry
wrap
yank
yawn

GRADE 5

adjust
adopt
advertise
affect
alert
amuse
annoy
apply
appreciate
argue
arrange
astonish
avoid
await
baffle
bawl
blend
bless
blunder
blush
brag
buckle
butt
caress
challenge
chant
cheat
claim
clasp
clench
combine
communicate
compare
compete
compose
conduct
confess
connect
contain
convince
crackle
crouch
crumble
crumple
cuddle
damage
dart
dazzle
decode
defeat
delay
deny
depart
deserve
desire
destroy
detest
diet
disguise
disgust
display
divide
dodge
doubt
doze
dread
drill
educate
embroider
entertain
exhaust
exhibit
exist
explode
expose
express
extend
fade
fascinate
file
flatter
gain
gamble
gape
glimpse
gobble
graduate
grasp
graze
grunt
gulp
haul
haunt
heal
heave
hesitate
hitch
hoe
hoist
holler
huddle
hurtle
identify
ignore
imitate
impress
increase
insert
inspire
insult
intend
involve
jingle
jog
knead
launch
leak
lighten
litter
locate
loosen
migrate
mold
mourn
multiply
murmur
mutter
neglect
nudge
pardon
pedal
plunge
pollute
pounce
praise
prance
pray
preserve
proceed
produce
prompt
protest
provide
prowl
pry
publish
purchase
quiver
reappear
recall
reckon
recover
relate
release
relieve
represent
request
require
respect
respond
retire
retreat
rot
salute
satisfy
scowl
scrape
seize
select
shatter
shave
shift
shimmer
shorten
shove

GRADE 5 (continued)

shovel
shriek
shudder
shuffle
sketch
skim
slither
smother
snarl
snore
soar
spank
sputter
squat
squeal
squirm
squirt
stab
stagger
stammer
stampede
stitch
stroll
strut
succeed
suck
suffer
sulk
support
swagger
switch
tackle
terrify
threaten
thrill
tighten
tilt
tow
trample
translate
trudge
twirl
twitch
uncover
unpack
urge
vacuum
vary
volunteer
waddle
wail
whittle
widen
wreck
wrestle
yearn

GRADE 6

abandon
absorb
accompany
accomplish
achieve
adapt
admit
adore
amble
apologize
appeal
applaud
approve
arouse
arrest
ascend
assemble
assign
associate
assume
assure
attempt
attract
bask
beckon
bleat
blend
blurt
brand
broil
bruise
bustle
cease
chat
circulate
collapse
comment
compliment
concentrate
conclude
conquer
consent
console
consult
contact
cram
dampen
dangle
debate
decay
deceive
dedicate
defend
define
devote
devour
disagree
discard
dismiss
dismount
disobey
dissolve
distract
donate
edit
elect
emerge
enable
enclose
endure
envy
etch
expand
flatten
frisk
fumble
furnish
glisten
gnaw
gossip
grease
hasten
imprison
indicate
influence
inform
inhabit
injure
inquire
inspect
install
instruct
interfer
interview
irritate
jeer
kidnap
linger
lunge
lurk
maintain
mock
moisten
mow
murder
nuzzle
occupy
offend
ooze
organize
outwit
overlook
overturn
patrol
perish
permit
persuade
pester
possess
predict
prefer
prod
propel
pursue
quote
react
recite
reduce
refer
reflect
regain
register
regret
rely
resent
reserve
resign
resist
restore
reveal
revolve
ripen
rouse
scamper
scan
scour
seep
ski
skid
slash
snoop
soften
stain
stress
strum
stun
stutter
substitute
subtract
summon
surge
survive
swap
swat
swerve
taunt
tempt
thaw
topple
transfer
transform
utter
weaken
wilt

APPENDIX B

IRREGULAR VERBS

Base Form	Past Tense	Past Participle
be (am, is, are)	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt

Base Form	Past Tense	Past Participle
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang*	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit**	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent

*Also has regular forms, but with variation in meaning.
**Also has regular forms.

Base Form	Past Tense	Past Participle
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
overcome	overcame	overcome
overhear	overheard	overheard
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
put	put	put
read	read	read
rebuild	rebuilt	rebuilt
repay	repaid	repaid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine*	shone	shone
shoot	shot	shot
show**	showed	shown

*Also has regular forms, but with variation in meaning.
**Also has regular past participle form.

Base Form	Past Tense	Past Participle
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slit	slit	slit
speak	spoke	spoken
speed*	sped	sped
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown

*Also has regular forms.

Base Form	Past Tense	Past Participle
understand	understood	understood
undertake	undertook	undertaken
upset	upset	upset
wake*	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

*Also has regular forms.

APPENDIX C

CLASSIFICATION OF IRREGULAR VERBS

A. present = past = past participle

bet, broadcast, burst, cast, cost, cut, forecast, hit, hurt, knit, let, put, set, shed, shut, slit, split, spread, upset

B. vowel changes

1. i → a → u

begin/began/begun, drink/drank/drunk, ring/rang/rung, shrink/shrank/shrunk, sing/sang/sung, sink/sank/sunk, spring/sprang/sprung, swim/swam/swum

2. /ē/ → /ĕ/ = /ĕ/

bleed/bled, breed/bred, feed/fed, lead/led, meet/met, read/read, speed/sped

3. i → ou = ou

bind/bound, find/found, grind/ground, wind/wound

4. i → u = u

cling/clung, dig/dug, fling/flung, sling/slung, spin/spun, stick/stuck, sting/stung, swing/swung, wring/wrung

5. miscellaneous: past = past participle

hang/hung, hold/held, light/lit, shine/shone, shoot/shot, sit/sat, slide/slid, strike/struck, win/won

C. vowel change for past, -n/-en for past participle

1. ow → ew → own

blow/blew/blown, grow/grew/grown, know/knew/known, overthrow/overthrew/overthrown, throw/threw/thrown

2. ee/ea → o...e → o...en/orn

break/broke/broken, freeze/froze/frozen, speak/spoke/spoken, steal/stole/stolen, weave/wove/woven; swear/swore/sworn, tear/tore/torn, wear/wore/worn

3. $V_1 \rightarrow V_2 \rightarrow V_2$ + -en

bite/bit/bitten, choose/chose/chosen, forget/forgot/forgotten, get/got/gotten(got), hide/hid/hidden(hid), wake/woke/woken

4. $V_1 \rightarrow V_2 \rightarrow V_1$ + -n/-en

draw/drew/drawn, see/saw/seen, slay/slew/slain; drive/drove/driven, eat/ate/eaten, fall/fell/fallen, forbid/forbade/forbidden, forgive/forgave/forgiven, give/gave/given, mistake/mistook/mistaken, overtake/overtook/overtaken, rise/rose/risen, shake/shook/shaken, take/took/taken, undertake/undertook/undertaken, withdraw/withdrew/withdrawn

5. miscellaneous

beat/beat/beaten, do/did/done, fly/flew/flown, go/went/gone, lie/lay/lain, ride/rode/ridden, show/showed/shown, write/wrote/written

D. vowel change plus added t/d (past = past participle)

1. /ē/ → /ĕ/ + t

creep/crept, deal/dealt, feel/felt, keep/kept, kneel/knelt, leave/left, mean/meant, sleep/slept, sweep/swept, weep/wept

2. other vowel change plus added t (/ôt/)

bring/brought, buy/bought, catch/caught, fight/fought lose/lost, seek/sought, teach/taught, think/thought

3. vowel change plus added d

flee/fled, hear/heard, overhear/overheard, say/said, sell/sold, tell/told

E. other t/d (past = past participle)

1. d → t

bend/bent, build/built, lend/lent, rebuild/rebuilt, send/sent, spend/spent

2. added d

lay/laid, pay/paid, repay/repaid

3. added t

dwell/dwelt

F. other

1. vowel change for past, past participle = present

   become/became/become, come/came/come, overcome/overcame/overcome, run/ran/run

2. miscellaneous (past = past participle)

   have/had, make/made, misunderstand/misunderstood, stand/stood, understand/understood

3. am-is-are/was-were/been

APPENDIX D

SCOPE AND SEQUENCE CHART

Grade 3

Unit 1:	Lesson 1:	introduction to -ed suffix
	Lesson 2:	continuation of Lesson 1
	Lesson 3:	introduction to past meaning of -ed suffix
	Lesson 4:	past tense use of -ed with no spelling changes
	Lesson 5:	continuation of Lesson 4
	Lesson 6:	past tense use of -ed with base words ending with e
	Lesson 7:	continuation of Lesson 6
	Lesson 8:	past tense use of -ed with consonant doubling
	Lesson 9:	continuation of Lesson 8
	Lesson 10:	present perfect tense use of -ed
	Lesson 11:	continuation of Lesson 10
	Lesson 12:	review
Unit 2:	Lesson 1:	hit, hurt, shut
	Lesson 2:	continuation of Lesson 1
	Lesson 3:	cut, let, put
	Lesson 4:	continuation of Lesson 3
	Lesson 5:	hold/held, light/lit, sit/sat
	Lesson 6:	continuation of Lesson 5
	Lesson 7:	feed/fed, lead/led, meet/met, read/read
	Lesson 8:	continuation of Lesson 7
	Lesson 9:	review
Unit 3:	Lesson 1:	keep/kept, sleep/slept, sweep/swept
	Lesson 2:	continuation of Lesson 1
	Lesson 3:	feel/felt, leave/left, mean/meant
	Lesson 4:	continuation of Lesson 3
	Lesson 5:	catch/caught, teach/taught, think/thought
	Lesson 6:	continuation of Lesson 5

Grade 3 (continued)

Unit 3 (continued)

Lesson 7: bring/brought, buy/bought, fight/fought, lose/lost

Lesson 8: continuation of Lesson 7

Lesson 9: hear/heard, say/said, sell/sold, tell/told

Lesson 10: continuation of Lesson 9

Lesson 11: review

Unit 4: Lesson 1: bend/bent, build/built, send/sent

Lesson 2: continuation of Lesson 1

Lesson 3: have/had, make/made, stand/stood

Lesson 4: continuation of Lesson 3

Lesson 5: am/is/are

Lesson 6: am/is/are/was/were

Lesson 7: continuation of Lesson 6

Lesson 8: am/is/are/was/were/been

Lesson 9: continuation of Lesson 8

Lesson 10: begin/began/begun, ring/rang/rung, sing/sang/sung, swim/swam/swum

Lesson 11: continuation of Lesson 10

Lesson 12: review

Unit 5: Lesson 1: blow/blew/blown, grow/grew/grown, know/knew/known, throw/threw/thrown

Lesson 2: continuation of Lesson 1

Lesson 3: draw/drew/drawn, see/saw/seen

Lesson 4: continuation of Lesson 3

Lesson 5: eat/ate/eaten, fall/fell/fallen, give/gave/given, take/took/taken

Lesson 6: continuation of Lesson 5

Lesson 7: become/became/become, come/came/come, run/ran/run

Lesson 8: continuation of Lesson 7

Lesson 9: do/did/done, go/went/gone, write/wrote/written

Lesson 10: continuation of Lesson 9

Lesson 11: review

Grade 4

Unit 1:	Lesson	1:	introduction to -ed suffix with past meaning
	Lesson	2:	past tense use of -ed with no spelling changes
	Lesson	3:	continuation of Lesson 2
	Lesson	4:	past tense use of -ed with base words ending with e
	Lesson	5:	continuation of Lesson 4
	Lesson	6:	past tense use of -ed with consonant doubling
	Lesson	7:	continuation of Lesson 6
	Lesson	8:	past tense use of -ed with final y changing to i
	Lesson	9:	continuation of Lesson 8
	Lesson	10:	present perfect and past perfect tense uses of -ed
	Lesson	11:	continuation of Lesson 10
	Lesson	12:	review
Unit 2:	Lesson	1:	R: cut, hit, hurt, let, put, shut
	Lesson	2:	continuation of Lesson 1
	Lesson	3:	N: bet, cost, set, upset
	Lesson	4:	continuation of Lesson 3
	Lesson	5:	R: hold/held, light/lit, sit/sat N: shoot/shot, slide/slid
	Lesson	6:	continuation of Lesson 5
	Lesson	7:	R: feed/fed, lead/led, meet/met, read/read
	Lesson	8:	continuation of Lesson 7
	Lesson	9:	R: feel/felt, keep/kept, leave/left, mean/meant, sleep/slept, sweep/swept
	Lesson	10:	continuation of Lesson 9
	Lesson	11:	review

Note: R = review words (taught initially in grade 3)
N = new words

Grade 4 (continued)

Unit 3:	Lesson 1:	R: bring/brought, buy/bought, catch/caught, fight/fought, lose/lost, teach/taught, think/thought
	Lesson 2:	Continuation of Lesson 2
	Lesson 3:	R: hear/heard, say/said, sell/sold, tell/told N: lay/laid, pay/paid
	Lesson 4:	continuation of Lesson 3
	Lesson 5:	R: bend/bent, build/built, send/sent N: spend/spent
	Lesson 6:	continuation of Lesson 5
	Lesson 7:	R: have/had, make/made, stand/stood N: shine/shone(vs. shined)
	Lesson 8:	continuation of Lesson 7
	Lesson 9:	N: dig/dug, sting/stung, swing/swung, win/won
	Lesson 10:	continuation of Lesson 9
	Lesson 11:	review
Unit 4:	Lesson 1:	R: am/is/are/was/were
	Lesson 2:	continuation of Lesson 1
	Lesson 3:	R: am/is/are/was/were/been
	Lesson 4:	continuation of Lesson 3
	Lesson 5:	R: begin/began/begun, ring/rang/rung, sing/sang/sung, swim/swam/swum N: drink/drank/drunk, sink/sank/sunk
	Lesson 6:	continuation of Lesson 5
	Lesson 7:	R: blow/blew/blown, grow/grew/grown, know/knew/known, throw/threw/thrown
	Lesson 8:	continuation of Lesson 7
	Lesson 9:	N: break/broke/broken, freeze/froze/frozen, tear/tore/torn, wear/wore/worn
	Lesson 10:	contination of Lesson 9
	Lesson 11:	review
Unit 5:	Lesson 1:	N: bite/bit/bitten, choose/chose/chosen, forget/forgot/forgotten, get/got/gotten(got), hide/hid/hidden(hid), wake/woke, woken
	Lesson 2:	continuation of Lesson 1

Grade 4 (continued)

Unit 5 (continued)

Lesson 3: R: draw/drew/drawn, eat/ate/eaten, fall/fell/fallen, give/gave/given, see/saw/seen, take/took/taken

Lesson 4: continuation of Lesson 3

Lesson 5: R: become/became/become, come/came/come, run/ran/run

Lesson 6: continuation of Lesson 5

Lesson 7: R: do/did/done, go/went/gone, write/wrote/written
N: ride/rode/ridden

Lesson 8: continuation of Lesson 7

Lesson 9: review

Grade 5

Unit 1:	Lesson 1:	introduction to -ed suffix with past and perfect uses
	Lesson 2:	past and perfect uses of -ed with no spelling changes
	Lesson 3:	continuation of Lesson 2
	Lesson 4:	past and perfect uses of -ed with base words ending with e
	Lesson 5:	continuation of Lesson 4
	Lesson 6:	past and perfect uses of -ed with consonant doubling
	Lesson 7:	continuation of Lesson 6
	Lesson 8:	past and perfect uses of -ed with final y changing to i
	Lesson 9:	continuation of Lesson 8
	Lesson 10:	passive use of -ed suffix
	Lesson 11:	continuation of Lesson 10
	Lesson 12:	review
Unit 2:	Lesson 1:	R: bet, cost, cut, hit, hurt, let, put, set, shut, upset
	Lesson 2:	continuation of Lesson 1
	Lesson 3:	N: burst, cast, knit, shed, split, spread
	Lesson 4:	continuation of Lesson 3
	Lesson 5:	R: hold/held, light/lit, shoot/shot, sit/sat, slide/slid
	Lesson 6:	continuation of Lesson 5
	Lesson 7:	R: feed/fed, lead/led, meet/met, read/read
	Lesson 8:	R: feel/felt, keep/kept, leave/left, mean/meant, sleep/slept, sweep/swept N: creep/crept
	Lesson 9:	continuation of Lesson 8
	Lesson 10:	review

Note: R = review words (taught initially in grades 3 and 4)
N = new words

Grade 5 (continued)

Unit 3: Lesson 1: R: bring/brought, buy/bought, catch/caught, fight/fought, lose/lost, teach/taught, think/thought

Lesson 2: continuation of Lesson 1

Lesson 3: R: hear/heard, lay/laid, pay/paid, say/said, sell/sold, tell/told

Lesson 4: continuation of Lesson 3

Lesson 5: R: bend/bent, build/built, send/sent, spend/spent
N: lend/lent

Lesson 6: continuation of Lesson 5

Lesson 7: N: bind/bound, find/found, grind/ground, wind/wound

Lesson 8: continuation of Lesson 7

Lesson 9: review

Unit 4: Lesson 1: R: have/had, make/made, shine/shone(vs. shined), stand/stood,
N: hang/hung(vs. hanged), misunderstand/misunderstood, understand/understood

Lesson 2: continuation of Lesson 1

Lesson 3: R: dig/dug, sting/stung, swing/swung, win/won
N: spin/spun, stick/stuck

Lesson 4: continuation of Lesson 3

Lesson 5: R: am/is/are/was/were/been

Lesson 6: continuation of Lesson 5

Lesson 7: R: begin/began/begun, drink/drank/drunk, ring/rang/rung, sing/sang/sung, sink/sank/sunk, swim/swam/swum

Lesson 8: continuation of Lesson 7

Lesson 9: review

Unit 5: Lesson 1: R: blow/blew/blown, grow/grew/grown, know/knew/known, throw/threw/thrown
N: fly/flew/flown

Lesson 2: continuation of Lesson 1

Lesson 3: R: break/broke/broken, freeze/froze/frozen, tear/tore/torn, wear/wore/worn
N: speak/spoke/spoken, steal/stole/stolen, weave/wove/woven

GRADE 5 (continued)

Unit 5 (continued)

Lesson 4: continuation of Lesson 3

Lesson 5: R: bite/bit/bitten, choose/chose/chosen, forget/forgot/forgotten, get/got/gotten(got), hide/hid/hidden(hid), wake/woke/woken
N: beat/beat/beaten

Lesson 6: continuation of Lesson 5

Lesson 7: R: draw/drew/drawn, eat/ate/eaten, fall/fell/fallen, give/gave/given, see/saw/seen, take/took/taken
N: drive/drove/driven, forgive/forgave/forgiven, mistake/mistook/mistaken

Lesson 8: continuation of Lesson 7

Lesson 9: R: become/became/become, come/came/come, run/ran/run; do/did/done, go/went/gone, ride/rode/ridden, write/wrote/written
N: show/showed/shown

Lesson 10: continuation of Lesson 9

Lesson 11: review

Grade 6

Unit 1:
- Lesson 1: introduction to -ed suffix with past, perfect, and passive uses (no spelling change)
- Lesson 2: continuation of Lesson 1
- Lesson 3: past, perfect, and passive uses of -ed with base words ending with e
- Lesson 4: continuation of Lesson 3
- Lesson 5: past, perfect, and passive uses of -ed with consonant doubling (including doubling in two-syllable words)
- Lesson 6: continuation of Lesson 5
- Lesson 7: past, perfect, and passive uses of -ed with final y changing to i
- Lesson 8: continuation of Lesson 7
- Lesson 9: introduction to adjectival use of -ed suffix
- Lesson 10: continuation of Lesson 9
- Lesson 11: review

Unit 2:
- Lesson 1: R: bet, cost, cut, hit, hurt, let, put, set, shut, upset
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: burst, cast, knit, shed, split, spread
  N: broadcast, forecast, slit
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: hold/held, light/lit, sit/sat, shoot/shot, slide/slid
- Lesson 6: R: feed/fed, lead/led, meet/met, read/read
  N: bleed/bled, breed/bred, speed/sped
- Lesson 7: continuation of Lesson 6
- Lesson 8: R: creep/crept, feel/felt, keep/kept, leave/left, mean/meant, sleep/slept, sweep/swept
  N: deal/dealt, dwell/dwelt, kneel/knelt, weep/wept
- Lesson 9: continuation of Lesson 8
- Lesson 10: review

Note: R = review words (taught initially in grades 3, 4, and 5)
N = new words

Grade 6 (continued)

Unit 3:

Lesson 1:
R: bring/brought, buy/bought, catch/caught, fight/fought, lose/lost, teach/taught, think/thought
N: seek/sought

Lesson 2: continuation of Lesson 1

Lesson 3:
R: hear/heard, lay/laid, pay/paid, say/said, sell/sold, tell/told
N: flee/fled, overhear/overheard, repay/repaid

Lesson 4: continuation of Lesson 3

Lesson 5:
R: bend/bent, build/built, lend/lent, send/sent, spend/spent
N: rebuild/rebuilt

Lesson 6: continuation of Lesson 5

Lesson 7: R: bind/bound, find/found, grind/ground, wind/wound

Lesson 8: R: hang/hung(vs. hanged), have/had, make/made, misunderstand/misunderstood, shine/shone(vs. shined), stand/stood, understand/understood

Lesson 9: continuation of Lesson 8

Lesson 10: review

Unit 4:

Lesson 1:
R: dig/dug, spin/spun, stick/stuck, sting/stung, win/won
N: cling/clung, fling/flung, sling/slung, strike/struck, wring/wrung

Lesson 2: continuation of Lesson 1

Lesson 3: R: am/is/are/was/were/been

Lesson 4:
R: begin/began/begun, drink/drank/drunk, ring/rang/rung, sing/sang/sung, sink/sank/sunk, swim/swam/swum
N: shrink/shrank/shrunk, spring/sprang/sprung

Lesson 5: continuation of Lesson 4

Lesson 6:
R: blow/blew/blown, fly/flew/flown, grow/grew/grown, know/knew/known, throw/threw/thrown
N: overthrow/overthrew/overthrown

Lesson 7: continuation of Lesson 6

Lesson 8:
R: break/broke/broken, freeze/froze/frozen, speak/spoke/spoken, steal/stole/stolen, tear/tore/torn, wear/wore/worn, weave/wove/woven
N: swear/swore/sworn

Grade 6 (continued)

Unit 4 (continued)

Lesson 9: continuation of Lesson 8

Lesson 10: review

Unit 5: Lesson 1: R: beat/beat/beaten, bite/bit/bitten, choose/chose/chosen, forget/forgot/forgotten, get/got/gotten (got), hide/hid/hidden(hid), wake/woke/woken

Lesson 2: continuation of Lesson 1

Lesson 3: R: draw/drew/drawn, forgive/forgave/forgiven, give/gave/given, mistake/mistook/mistaken, take/took/taken
N: forbid/forbade/forbidden, overtake/overtook/overtaken, slay/slew/slain, undertake/undertook/undertaken, withdraw/withdrew/withdrawn

Lesson 4: continuation of Lesson 3

Lesson 5: R: drive/drove/driven, eat/ate/eaten, fall/fell/fallen, see/saw/seen
N: rise/rose/risen, shake/shook/shaken

Lesson 6: continuation of Lesson 5

Lesson 7: R: become/became/become, come/came/come, run/ran/run
N: overcome/overcame/overcome
R: do/did/done, go/went/gone, ride/rode/ridden, show/showed/shown, write/wrote/written
N: lie/lay/lain [contrasted with lay/laid]

Lesson 8: continuation of Lesson 7

Lesson 9: review

APPENDIX E

EXERCISE TYPES*

A. Multiple-choice

Directions: Circle the word that completes the sentence correctly.

Yesterday he (walked/walks) home.

B. Fill-in

1. Verb provided

Directions: Write the correct form of the word in parentheses.

(walk) Yesterday he _____ home.

2. Verb in sentence

a. Base form

Directions: Write the correct form of the underlined word.

John doesn't like to walk, but yesterday he _____ home.

b. Suffixed form

Directions: Write the correct form of the underlined word.

John doesn't like walking, but yesterday he _____ home.

C. Editing

1. Marked

Directions: One word has been crossed out because it is wrong. Write the correct form of the word above it.

Yesterday John ~~walk~~ home.

*Examples use only one verb; actual exercises would contain several verbs (including review verbs).

2. Unmarked

   Directions: Cross out the incorrect word. Write the correct form above it.

   Yesterday John walk home.

D. Revising

   Directions: Rewrite the sentence in the past tense.

   Sometimes John walks home.

   Yesterday _____.

E. Free composition (e.g., story prompted by picture, personal narrative)

   [Note: This exercise type is difficult to use, but is included so that skills can be practiced in actual writing. One variation is to provide a list of the verbs covered in the Unit and ask students to write a narrative using as many of them as possible. Free composition is used in review lessons.]

Levels of difficulty for exercises

1. Verb forms

   a. all answers in one form (past or past participle)

   b. past and past participle or past and present (base form) mixed

   c. past, past participle, and present (base form) mixed
      (For C and D above, this means incorrect mixed with correct.)

2. Item length

   a. sentence

   b. paragraph

   c. more than one paragraph

3. Writing: Exercise Types A-C call for either circling the answer or writing a single word. Additional practice could be provided with these exercise types if students copied the whole item (with the correct answer). Use of this variation can be left to teacher discretion.

APPENDIX F

SAMPLE WORKBOOK LESSONS

GRADE 3

Unit 1
Lesson 1

Look at these words. How are they different?

walk walked

The word walked ends with the letters ed.

A. Draw a circle around the ed.

1. walked
2. walk
3. stayed
4. opened
5. fill

etc.

Look at these words. How are they different?

like liked

The word liked ends with the letter d. The word like already ends with e, so the only new letter is d. But both liked and walked end with ed.

B. Draw a circle around the ed.

1. liked
2. played
3. hoped
4. like

etc.

Unit 1
Lesson 1 (continued)

Look at these words. How are they different?

stop stopped

The word stopped ends with the letters ped. The word stop has only one p, but the word stopped has two p's. But stopped also ends with the letters ed, just the same as walked and liked.

C. Draw a circle around the ed.

1. stopped
2. loved
3. pass
4. hopped

etc.

Unit 1
Lesson 2

Words with the ed ending are called verbs. These words are verbs: walked, stayed, opened. These words are also verbs: walk, stay, open.

A. Draw a circle around the verbs in these sentences.

1. I walked to the store and stayed there for an hour.

2. When we opened the door, we shouted at our friends.

etc.

B. Draw a circle around the ed in the verbs in these sentences.

1. James worked very hard last night.

etc.

[Note: All ed sequences in these sentences must be past-tense suffix uses; e.g., the words red and education cannot be used.]

C. Draw a circle around the ed in the verbs in this story.

Once upon a time . . ..

etc.

[Note: All ed sequences in this story must be past-tense suffix uses.]

Unit 1
Lesson 3

Look at this verb.

stopped

It ends with the letters ed. When a verb ends with ed, it usually means that something happened in the past. The word stopped means that the stopping happened in the past.

A. Write past next to the verbs that mean that something happened in the past.

1. _____ stopped

2. _____ walked

3. _____ happen

etc.

The letters ed in a word like stopped are called a suffix.

B. Draw a circle around the suffix in these words.

1. walked

2. played

etc.

Sometimes other words tell us that something happened in the past. They tell something happened before now. The word yesterday means that something happened in the past.

C. Write past next to the words that mean that something happened in the past.

1. _____ yesterday

2. _____ last night

3. _____ next week

etc.

Unit 1
Lesson 3 (continued)

D. Write <u>past</u> next to the sentences that mean that something happened in the past.

1. _____ I walked to the store yesterday.

2. _____ I am working now.

etc. [verbs plus time adverbial]

E. Write <u>past</u> next to the sentences that mean that something happened in the past.

1. _____ We stayed very late.

2. _____ After school, we like to play games.

etc. [verbs without time adverbial]

Unit 1
Lesson 4

To show that a verb means that something happened in the past, we usually add the ed suffix.

climb + ed = climbed

reach + ed = reached

start + ed = started

A. Write the past form of these verbs.

1. act _____

2. bark _____

3. crawl _____

etc.

B. Circle the word that completes the sentence correctly.

1. Yesterday I (answer/answered) the question correctly.

2. I (need/needed) to eat now.

etc.

C. Write the correct form of the word in parentheses.

1. (walk) He _____ home alone last night.

2. (want) She _____ to go to the movies yesterday.

etc.

D. Write the correct form of the underlined word.

1. My dog doesn't usually bark, but yesterday she _____ for hours.

etc.

6. Washing my mother's car is a lot of fun. So I _____ it for her last Saturday.

etc.

Unit 1
Lesson 5

Remember: To show that a verb means that something happened in the past, we usually add the ed suffix.

A. One word has been crossed out because it is wrong.
Write the correct form of the word above it.

1. When I was little, I crawl on the floor.

etc.

B. Cross out the incorrect word. Write the correct form above it.

1. It was so dark last night that I bump into the door.

etc.

When a verb means that something happened in the past, the verb is in the past tense.

climbed is the past tense of climb

reached is the past tense of reach

started is the past tense of start

C. Rewrite the sentence in the past tense.

1. We work very hard.

Yesterday _____

etc.

Unit 1
Lesson 10

Read these sentences. Look at the underlined verbs.

Jill has acted very badly.

The boys have started their game.

These sentences have verbs with ed. We use the ed form after has and after have:

Pat has always worked at this store.

Have you mailed the letter?

A. Circle the word that completes the sentence correctly.

1. I have (help/helped) my friends.

etc.

B. Write the correct form of the word in parentheses.

1. (reach) The climbers have _____ the top of the mountain.

etc.

C. Write the correct form of the underlined word.

1. "Did you thank Mary for your present?"

"No, I haven't _____ her yet."

etc.

Unit 1
Lesson 11

Remember: We use the ed form after has and after have.

A. One word has been crossed out because it is wrong.
Write the correct form of the word above it.

1. I have ~~s~~e a lot of cans.

etc.

B. Cross out the incorrect word. Write the correct form above it.

1. Jim hasn't wash his hands.

etc.

C. Rewrite the sentence with a different verb form.

1. I walk a lot.

Today I have _____

etc.

Unit 2
Lesson 1

Some verbs do not add ed for the past or when they come after has or have. These are irregular verbs. In the rest of this book, you will study some of these irregular verbs.

Some verbs don't change at all for the past or after has or have. Read these sentences, and look at the underlined word.

My feet hurt now.

My feet hurt yesterday.

My feet have hurt all week.

Here are three irregular verbs that do not change their form:

hurt hit shut

A. Circle the word that completes the sentence correctly.

1. Jim (hurt/hurted) his finger last night.

etc.

B. Write the correct form of the word in parentheses.

1. (hit) Last week Maria _____ a home run.

etc.

C. Write the correct form of the underlined word.

1. My tooth doesn't hurt now, but it _____ yesterday.

etc.

Unit 2
Lesson 2

Remember: These irregular verbs do not change for past or after <u>has</u> or <u>have</u>:

<u>hurt</u> <u>hit</u> <u>shut</u>

A. One word has been crossed out because it is wrong. Write the correct form of the word above it.

1. We ~~shutted~~ the door because it was cold.

etc.

B. Cross out the incorrect word. Write the correct form above it.

1. In our last game, I hitted a ball over the fence.

etc.